

READING AND WRITING PROBLEMS AMONG PRIMARY SCHOOL CHILDREN (LEVEL 1)

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This study was done to describe the reading and writing proficiencies of school children aged 7 to 9 years old. A total of 120 school children and 5 teachers were involved in this study. Data were collected by asking school children to read aloud a chosen text and answer questions based on the text. Sample of written work by the school children were analyzed and the teachers were requested to fill in a checklist. Stanine scale was used to grade the school children's achievement on each test. The correlation between comprehension, pronunciation and fluency of reading was also looked at and comparison between findings of the research and the teachers' feedback on the students' common difficulties was done. Results show that the common error for reading were deletion of words or syllables, whilst in written work the common problem was capitalization. For comprehension, high marks were attained during description of the characters and answering question regarding the text or story. However, retelling of the story and picking out the suitable title for the story were problematic for students. The Spearman correlation coefficient shows that the 3 aspects of reading skills comprehension, pronunciation and fluency do correlate with each other. Results from teachers' checklist and findings of research concurred except for pronunciation errors and use of affixation. In general, this study produces interesting and useful data on the reading and writing skills of primary school at Level 1 (7 – 9 years old).

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